

THE ROLES OF TEACHER IN TEACHING ENGLISH BASED ON SCHOOL BASED CURRICULUM AT THE VIII A GRADE OF SMPN I KADUR PAMEKASAN

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Abstract:

The aim of this study are to know the role of a teacher in teaching English based on school based curriculum at junior high school and to know the implementation of his role in teaching learning process. In this research the researcher take place at SMPN I Kadur Pamekasan, the approach of this research is qualitative while kind of research is descriptive, the data gotten by interview, observation and documentation. Those data is analyzed with analysis qualitative descriptive than the validity of data is checked by the persistence of observation a triangulation. The result of the research show that the English teacher implements six roles in teaching English, they are: As an informant, the English teacher gave some information to the students about the teaching process and the others information that needed by students. As an organizer, the English teacher made lesson plan, arrange the syllabus, designed the teaching process, chose and used the teaching method, and used media and learning source. As a motivator, the English teacher gave stimulation, motivation, and reinforcement to the students' learning. As a director, the English teacher guided and directed the students' learning activity appropriate the goal will be reached. As a facilitator, the English teacher gave facilitate to the students in teaching learning process. As an evaluator, the English teacher evaluated to the students achievement in academy aspect and their social attitude. Those roles will make the student be able to interest in English teaching learning process. The existence those roles will make English teacher easy to deliver the material will be given to the student in teaching learning process.

Key term: Teacher's role, school based curriculum

INTRODUCTION

The effort of curriculums development actually has been done by government many times some years ago (1984-1999). Those curriculums have some learning aspects, namely; classical character with objective to master the subject, teacher as learning centre, monotonous teaching learning process in the classroom, and curriculum target that should be achieved. In reality, it won't increase the quality of the students' education, because the teacher just focuses on finishing the material related to the target curriculum that should be achieved. After that, the government makes new curriculum that called Competence Based Curriculum or curriculum 2004, this curriculum also has specific learning aspects, namely; individual character (considering the competence of each student), teacher as facilitator and student as subject, indoor and outdoor teaching learning process, various methods, learning based on the basic competence that must be achieved, remedial

test and material enrichment. Unfortunately, this curriculum has not been successful to overcome the education problems, because our government in a sudden launches the latest curriculum which is called School Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP)

School Based Curriculum is different from the previous curriculums. Each school deserves to make the curriculum itself based on its condition and students' competence. Moreover, this curriculum is hoped to be able to answer the problems. It is admitted as the completion of CBC. Automatically, it is predicted will increase the capability of the students. In learning English as a foreign language, they can be more skillful by increasing the four skills, namely; Listening, Speaking, Reading and Writing. The development of School Based Curriculum that has variety refers to aim the national standard of education to guarantee the achievement of the national education goal. The national standard of education consists

of content standard, process, graduation competence, instructor or teacher, facilities, management, costing and education evaluation. Content standard and graduation competence standard are the main guidance's for the school for developing curriculum (Pustaka Yustisia Team, 2007:145).

English as a foreign language taught in the level of Elementary School, Junior High School, Senior High school, and University. The English language of speaking has been given to the students of elementary school, so that the students will not have difficulty in the level of Junior High School, according to (Wells, 1991:5). In the Junior High School especially in the seventh grade the student are oriented by their teacher in the oral language, while for senior high school especially in the eleventh grade the students are oriented by their teacher in the writing language. So, if the students have gotten both spoken language and written language the students will be easy in the University. The students of universities are not like in the Elementary School, Junior high school, and Senior High school. The students of Universities must be independent learning English. The English teacher of Elementary School hopes his student actively to practice dialogue that is in our life. In this part teachers role is a motivator, leading students in speaking well. (Rita, 2002:1). Teacher in their learning of speaking hopes the skills of speaking students, the students are brave about speaking English in the classroom or in their activity. And the students are hoped by the teacher about skills: some of them reading, writing, speaking, gaming crossword puzzle, and also sing song. But if English teacher is only as motivator, it will not be affective, because the knowledge of the students at elementary school is still low in speaking English. So the English teacher must be active in order to make the teaching learning process successful.

The English teacher of Junior High School and Senior High School hope their students actively understand four language skills; speaking, reading, listening, and writing. But English teacher of Junior High School is only to press in his students about speaking in the seventh grad of junior, while English teacher of Senior High School is

only to press in his students about writing in the eleventh grade of senior high school. (Wells, 1991:6). So, Junior High School's students will not have problem of speaking if they will continue to Senior High School, and Senior High School students will not have problem in writing, if they will continue to university. The English teacher has many roles to fulfill the students needs. Such as he is a facilitator of his students learning and he is a manager of classroom activities. In this role, one of major responsibilities is to establish situation likely to promote communication. During the activities, he acts as an advisor, answering student question, and monitoring their performance. At other times, he might be a communicator engaging in the communicative activity along with the student. (Larsen, 1983:31). But the students are, above all, communicators. There are activity engaged in negotiating meaning to make themselves understood even when their knowledge of the target English is uncompleted. They learn to communicate by communicating. Moreover, since the teachers role is less dominant than a teachers centered method. Students are seen as more responsible managers of their own learning.

RESEARCH METHOD

The usage of this research was made by the researcher easy to find developing phenomena about the roles of a teacher in teaching English based on School Based Curriculum at the VIIIA Grade of SMPN I Katur Pamekasan. So that, it delivered the validity of data to conclude the problematic, because the researcher faced to face with the instrument of this research in SMPN I Katur pamekasan. Whereas the kind of research will be used is phenomenology about the roles of the teacher in teaching English based on School Based Curriculum. In this research, the place for research took place at SMPN I Katur Pamekasan because this school could show significant advance. It could be seen by society's participation. SMPN I Katur Pamekasan was believed in reaching goals having been planed and it suitable with National Education. Kind of data in this research was statement stated by the object of this research conform to question asked by researcher but still refers

to research focus. The data source was human and non-human. Human data source was teacher as one who implemented the roles of the teacher in teaching English, Head master as one who had authority in teaching and learning, and the students as the education object. That data gotten through interview and experience field note. Whereas non-human data was document that contain thing related to the role of teacher in teaching English.

Observation is the most basic method for obtaining data in qualitative research. It is more global type observation than the systematic observation in quantitative research. From the observation, the writer made an important contribution to describe the study. The writer obtained the type of information through direct examination. When the information concerned the aspect of material object, the process was relatively simple and consists of classifying, measuring or counting. However, when the process involved the study of human characters in action it must be complex. The writer observed the teacher and the student entered the classroom to observe the using at the role of teacher. The writer prepared the checklist and got for the data from the teacher in front of the class. Both of reliability and validity of observation were improved to get the data clearly and appropriate. Data from the observation could be described in the percentage in accordance with the role of teacher in teaching English materials in classroom setting.

The interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to gather data on subjects' opinions, beliefs and feelings about the situation in their own words. Interviews provide information that cannot be obtained through observation, or they can be used to vary the observation. Through the interview, the writer stimulated the subject to get the insight or the experience. The interview process was done between the writer and the teacher at SMPN I Kadur Pamekasan related to what was investigated. It was interview about the role of teacher in teaching English based on KTSP and the faced problems that had been appeared from the confident information and interview.

Data analysis was time-consuming and difficult process, because typically the researcher faced massive amounts of field notes, interview transcripts, reflection, and information from documents to examine and interpret. Analysis involved organizing data, synthesizing, searching for significant patterns, and discovering what is important. The data gotten from the field such as observation result, interview and documentation, was checked by mean to know the extent of the completeness of data needed in data serves. In effort validity data gotten in the field in order that data is not fictive, so the researcher checked the data with some techniques as follows: 1. The persistence of observation, It means that the researcher conducted observation accurately and clearly and related to knobby factors. 2. Triangulation, it is checking of the validity of the data that use something else out of that data as comparison of that data. Triangulation used in this research was by utilizing source namely; the researcher tried to compare data of observation result at SMPN I Kadur Pamekasan with the data interview with head master, teachers, and students. 3. Make Detail Report, the data gotten was explaining clearly so that the reader could understand and know all of innovation resulted by researcher. This detail report was focused on research focus made in this research.

FINDINGS AND DISCUSSIONS

The English teacher should have roles well in position as a teacher, an educator, and a guider at the VIIIA grade of SMPN I Kadur Pamekasan. His roles to made the teaching learning process run effectively and efficiently, and obtain the achievement optimally. About the roles of English teacher at the VIIIA grade of SMPN I Kadur Pamekasan, the headmater of SMPN I Kadur Pamekasan, through interview on July 22, 2008 stated as follows:

The roles of English teacher at the VIIIA grade of SMPN I Kadur Pamekasan were adapted to their function as a teacher, an educator, and a guider are: as an informator, an organizer, a motivator, a director, a

facilitator, and an evaluator. The roles of English teacher mentioned above are implemented in teaching English well (I.DSI.HM).

In other time, researcher has interview to the English teacher of VIIIA grade of SMP I Kadur Pamekasan, especially on July 22, 2008. When she asked about her roles in teaching English at the VIIIA grade, he stated as follows:

I can say that the roles of English teachers in their duties as a teacher, an educator, and a guider have the same roles with other teachers. Especially, the roles of English teacher at the VIIIA of SMPN I Kadur Pamekasan are: as an informant, an organizer, a motivator, a director, a facilitator, and an evaluator (I.SD2.TC).

The roles of English teacher as an informant, an organizer, a motivator, a facilitator, and an evaluator had to be done well. It means in order to the duties of English teacher as a teacher, an educator, and a guider can be reached well. When he asked about the contents of each the roles of teacher that had been done in teaching English at the VIIIA of SMPN I Kadur Pamekasan through interview on July 22, 2008, the English teacher at VIIIA grade stated as follows:

The contents of each role of English teacher had implemented in teaching English at the VIIIA grade of SMPN I Kadur Pamekasan as follows: As an informant, the English teacher gave some information to the students, both in teaching process and the other aspect outside of teaching process that are needed by the students. As an organizer, the English teacher managed the teaching process, arranged the syllabus, and made lesson plan. As a motivator, the English teacher

gave stimulation, motivation, and reinforcement to the students' studying. As a director, the English teacher guided and directed the students' studying activity suitable with the goal that would be reached. As a facilitator, the English teacher gave facilities in teaching process to the students. As an evaluator, the English teacher evaluated to the students achievement in academy aspect and their social attitude (I.DS2.TC).

The roles of teacher as an informant, an organizer, a motivator, a director, an initiator, a transmitter, a facilitator, a mediator, and an evaluator were very important in studying of students. In accordance with the roles of teacher at the VIIIA grade of SMPN I Kadur Pamekasan, such as the headmaster and the teacher stated mentioned above, they were suitable with the reality in the field. Observation data that was obtained on July 26, 2008 showed as follows:

When the English teacher was teaching in the class, she was conveying the subject materials to the students, giving direction and guidance, motivating the students in form of praising, giving some questions, and giving several tasks to the students. Beside that, the English teacher was helping to solve the difficulties of students, and implementing the evaluation of the tasks, which have done by the students (O-F1.F).

The roles of English teacher had been implemented at VIIIA grade of SMPN I Kadur Pamekasan, it could be known from the note of documentantion data. Documentantion data mentioned above, particularly about the roles of teacher as an organizer can be expressed as follows:

Among the roles of English teacher had been implemented at VIIIA of SMPN I Kadur Pamekasan, especially as an

organizer as follows: the English teacher arranged the syllabus and made the lesson plan as the main compasses in implementing of teaching English (D.F1.F).

Based on the interview, observation, and documentation result mentioned above, that researcher found that the roles of English teacher at the VIIIA grade of SMPN I Kadur Pamekasan were: as an informer, an organizer, a motivator, a director, and an evaluator. As an informer, the English teacher gave some information to the students about teaching learning process and outside of teaching process that were needed by of students. As an organizer, the English teacher managed the teaching learning process, arranged the syllabus, and made lesson plan. As a motivator, the English teacher gave stimulation, motivation, and reinforcement to the students. As a director, the English teacher guided and directed the students' studying activity based on the goal that would be reached. As a facilitator, the English teacher gave facilities in teaching process to the students. As an evaluator, the English teacher evaluated the students' achievement in academy aspect or their social attitude.

The English teacher was a professional personnel in educational aspect in which his duties are to teach, educate, and guide the students in order to be human being with a good personality. Therefore, the English teacher had important position and big answerable in handling the educational achievement at school. The English teacher functioned as a teacher who had a duty to teach the students. The duty in teaching learning process covered pedagogic and administration. The duty of pedagogic is helping, guiding, and leading. In teaching learning process, the English teacher led and got responsible fully in leading. He didn't do the instructions under the instructions of other people except himself. The duty of administration was recognizing and doing the school administration, such as making the schedule and presence of students, filling in the report books, etc. The English teacher as an educator not only taught to the students in order to know about several knowledge, but

also educated them. Educating meant transferring the values to the students in order to be human being that has a good personality. In position as educator, the English teacher's personal was transferred to the students. The English teacher had to be like the students' parent. He not only taught but also educated the students about morality.

The English teacher as a guider guided the students in teaching learning process creating the educational atmosphere that was suitable with educational goal. Besides, he presented a guidance to solve the problem could make the student expansion fresher in dealing with the challenge of education and obtaining the achievement optimally. Therefore, the English teacher in doing his duty as guider ha to perform his moral function, namely pure voluntary to work without hoping profit including to solve difficulties of student. The duties of English teacher such as mentioned above had to be done well, so that the teaching learning process done can achieve the goal optimally. The English teacher at the VIIIA grade of SMPN I Kadur Pamekasan had implemented her roles in teaching English. The roles of English teacher had been implemented in teaching English at the VIIIA grade of SMPN I Kadur Pamekasan, they were: as an informer, an organizer, a motivator, a director, a facilitator and an evaluator. In order the roles of English teacher in teaching English achieved success well, those must be implemented well by English teacher at the VIIIA grade of SMPN I Kadur Pamekasan. When the researcher asked about the implementation of each role of English teacher in teaching English through interview on July 29, 2008, the headmaster of SMPN I Kadur Pamekasan expressed as follows:

The implementation of each role of the English teacher in teaching English, especially at the VIII grade, we can explain as follows: As an informer, the English teacher gave some information to the students about the teaching process and the others information that was needed by the students. As an organizer, the English teacher made lesson plan, arrange the syllabus,

designed the teaching learning process, chose and used the teaching method, and used media and learning source. As a motivator, the English teacher gave stimulation, motivation, and reinforcement to the students' learning. As a director, the English teacher guided and directed the students' learning activity suitable with the goal that would be reached. As a facilitator, the English teacher gave facilitate in teaching learning process to the students. As an evaluator, the English teacher evaluated the students achievement in academic aspect and their social attitude (I.DS1.HM).

For knowing further about the implementation the roles of English teacher in teaching English at the VIIIA grade of SMPN I Kadur Pamekasan, the researcher interviewed to English teacher on July 29, 2008. The interview data could be explained as follows:

The implementation the roles of a teacher in teaching English at the VIIIA grade of SMPN I Kadur Pamekasan could be explained the as follows: as an informant, the English teacher gave information to the students about teaching process and the other information that needed of students outside of teaching process. As an organizer, the English teacher designed the teaching process would be done, such as made lesson plan, arranged the syllabus, chose and used the teaching method, used media and learning source. As a motivator, the English teacher gave stimulation and motivation to the students' learning. As director, the English teacher guided the students' learning and helped to solve the problems of students. As a facilitator, the English teacher prepared all

of the facilities that needed of students. As an evaluator, the English teacher evaluated the teaching learning process result and learning result of students (I.DS2.TC).

The roles of the English teacher above had done well, in order that the learning result of students reached optimally. When researcher asked about learning activity of students through interview on August 2, 2008, the English teacher expressed as follows:

About learning activity of students in teaching English were very good. All of students followed the teaching learning process with high spirit, such as: listened the explanation of teacher actively, asked to the teacher when they didn't understand, and did the tasks that given by teacher (I.DS2.TC).

In other time, the researcher has interview with a student of VIIIA grade at SMPN I Kadur Pamekasan on August 2, 2008. Interview result about learning activity of students when teaching English is continueing can be expressed as follows:

When the English teacher implemented the teaching English, all of the students followed it well, such as listened the explanation of teacher, asked some questions, and did exercises that given by the teacher (I.DS3.ST).

The students' activity in teaching English process as said by the English teacher and student mentioned above appropriate the observation result has done on August 9, 2008 as follows:

When teaching English process was running, all of the students followed the teaching process well. They listened the explanation of teacher, proposed some questions to the teacher, and when the

English teacher gave the tasks, all the students did them (O.F2.F).

The students' activity in learning English should be carried by the English teacher, so that the students obtained achieve success in teaching English optimally. When the researcher asked about the achievement of students in learning English, the English teacher stated through interview on August 9, 2008 as follows:

About the English achievement that reached of students included of good. All the students reached the mastery learning that the teacher has decided. The average of English achievement values that reached of students between 6,5 to 7,5 (I.DS2.TC).

The statement of the English teacher about the English achievement values of students supported by the statement of a student at VIIIA grade of SMPN I Kadur Pamekasan through interview on Agustus 16, 2008. The interview data could be expressed as follows:

The English achievement values of students at VIIIA grade are not too bad. The values average, that reached of students in about 6,5 until 7,5 (I.DS4.ST).

The values average of English achievement that reached of students between 6,5 to 7,5 as stated by the English teacher and student appropriate the documentation data has written by the researcher on August 20, 2008 as follows:

In note book of English teacher which contained the values of students, especially about the daily tes showed that average values of English achievement are 6,5 to 7,5 (D.F2.F)

Based on finding result that obtained through interview, observation, and and

documentation about the implementation the roles of a teacher in teaching English based on School Based Curriculum at VIIIA grade of SMPN I Kadur Pamakasan were as follows: as an informant, the English teacher gave information to the students about teaching learning process and the other information that needed of students outside of teaching process. As an organizer, the English teacher designed the teching process will be done, such as made lesson plan, arranged the syllabus, chose and used the teaching method, used media and learning source. As a motivator, the English teacher gave stimulation and motivation to the students' learning. As a director, the English teacher guided the students' learning and helped to solve the problems of students. As a facilitator, the English teacher prepared all of the facilities that needed of students. As an evaluator, the English teacher evaluated the teaching process result and learning result of students.

Based on research finding, that the roles of English teacher at the VIIIA grade of SMPN I Kadur Pamekasan covered: as an informant, an organizer, a motivator, a director, and an evaluator. Those roles should be done well by the English teacher in teaching learning process. In this case, the roles of English teacher implemented well were porposed in order the teaching learning process running conducively and achieve the goal successfully. However, the roles of English teacher need to complete in their implementation. The English teacher did not implement the six roles only, but more than them. In accordance with Sardiman (2005: 142-144) is states that the roles of English teacher covere: informant, organizer, motivator, director, inisiator, transmitter, facilitator, mediator, and evaluator. Especially for the roles of English teacher as inisiator, transmitter, and mediator can be explained as follows:

As an inisiator, the teacher functioned as a maker of ideas in teaching learning process. The teacher had to be able to design the teaching learning process it would be done well through organization all of environment be present, so that the teaching process is done effectively. Of course, the ideas that will be designed in teaching process are creative ideas which can

be followed well by students. As a transmitter, the teacher functioned to convey the educational wisdoms and convey the knowledge to the students. In general, the students did not know about the wisdoms taken by the government in educational aspect, so that they had to be conveyed to the students in order to make them understand well. The importance of knowledge in life had to be conveyed to the students, so that they studied diligently to enlarge their knowledge they are studying at school. Hence, the knowledge could be obtained and applied well in daily life. As a mediator, the teacher functioned as mediator in studying of students. For example, the students had difficulties in their studying, the teacher had to help to solve their problems. Beside it, the teacher functioned as mediator, he had to be able to prepare the teaching media that will be used in teaching learning process. It means, how does the teacher use and organize the media will be used in teaching process, so that the spirit of students grow well, and thereby, the understanding of students to the subject to be better.

Based on the research findings the English teacher implemented her roles in teaching English based on School Based Curriculum, in which applied them at the VIIIA grade of SMPN I Kadur Pamekasan, they were as an informant, an organizer, a motivator, a director, a facilitator, and an evaluator. For increasing the teaching English result, the roles of English teacher did not focus on teaching learning process, namely the teacher's position as a teacher. However, the teacher's position as an educator had to be done optimally. As an educator, the English teacher fulfilled of private qualified personality manner, such as:

1. Responsible

It means the teacher knew and understood about the moral and social values and norms, and effort to do based

on the values and norms mentioned, particularly in front of his students.

2. Powerful

It means that the teacher has more in implemented moral values and norms, social and intellectual in private life. The teacher mastered more knowledge and skill that would be taught to her students.

3. Mature and be standing on her own foot to make a decision.

4. Decipline

It means that the teacher obeyed to the rules of the class and school consistently based on her own awareness.

5. Dedicate

It means that the teacher in implementing the duties as his insert calls. The fifth duties above as an educator are intrinsic personal quality that owned by a teacher. Therefore, in teaching learning, she should not forget her roles in order to achieve the goal successfully.

CONCLUSION

The implementation of the roles of the teacher in teaching English based on School Based Curriculum at VIIIA grade of SMPN I Kadur Pamekasan was as follows: As an informant, the English teacher gave information to the students about teaching process and the other information that needed of students outside of teaching process. As an organizer, the English teacher designed the teaching process would be done, such as made lesson plan, arranged the syllabus, chose and used the teaching method, used media and learning source. As a motivator, the English teacher gave stimulation and motivation to the students' learning. As a director, the English teacher guided the students' learning and helped to solve the problems of students. As a facilitator, the English teacher prepared all of the facilities that needed by students. As an evaluator, the English teacher evaluated the teaching process result and learning result of students.

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